

# The Catholic Library World

Official Journal of the Catholic Library Association

VOLUME 21

APRIL, 1950

NUMBER 7

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*The Catholic Library World* is published monthly October through May by the Catholic Library Association at 4513 Spuyten Duyvil Parkway, New York 63, N. Y. and is the official journal of the Catholic Library Association. It is sent to all members and carries news of the Association, its officers, boards, committees, regional conferences, units, joint committees, and such other material as throws light on Catholic library problems. Subscription rate to non-members is \$5.00 a year. Institutional membership, \$10.00, individual membership \$3.00 a year (not including the annual Handbook) of which \$2.50 is for a year's subscription to *The Catholic Library World*. Enclose remittance for single copies which are available from the publication office at fifty cents, with the exception of the *Handbook*, which is \$10.00. Entered as second class matter November 1, 1946 at the post office at New York, N. Y. under the act of March 3, 1879. Accepted for mailing at special rates of postage prescribed in paragraphs 9 and 10, Section 543.

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Indexed in *The Catholic Periodical Index* and *Library Literature*

# THE CATHOLIC LIBRARY WORLD

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## CALENDAR OF SCHEDULED EVENTS

1950

April 10-14—Twenty-Fourth Annual Conference, Catholic Library Association, Washington, D.C.  
*Theme: The Catholic Librarian's Role in the Peace Plan.*

April 12—Maryland Unit: Business Meeting. National Catholic School of Social Service Library, Mullen Library, Catholic University, 2 P.M.

April 13—Washington, D.C., Unit: Business Meeting. Mullen Library, Catholic University 3:30 P.M.

May 6—All day Institute for four Units of the metropolitan New York area. George F. Johnson Library, St. Peter's College, Jersey City. Rev. Joseph F. Cantillon, S.J., chairman.

May 12—Metropolitan Council of Catholic Public Librarians: Spring Meeting. Queens Borough Public Library, Jamaica, N.Y., 8 P.M.

May 13—Richmond Diocesan Unit. Spring Meeting.

May 13—Western New York Catholic Librarians Conference. Meeting, Rosary Hill College, Eggertsville, N. Y.

May 24-26—Catholic Press Association, 40th Annual Conference, Rochester, N. Y.

June 10-14—Canadian Library Association: Annual Conference. Mount Royal Hotel, Montreal, P. Q.  
*Theme: The Library and the Community*

June 12-17—Special Libraries Association: Annual Conference. Atlantic City, N. J.

July 16-22—American Library Association: Annual Conference. Cleveland, Ohio.

July 24-29—University of Chicago Graduate Library School: 15th Annual Conference. Subject: Bibliographic Organization.

November—Minnesota-Dakota Unit: 15th Annual Conference. St. Thomas College, St. Paul.

# FORMING THE CHRISTIAN THROUGH READING<sup>1</sup>

By SISTER MARY FRANCIS HELENE, S.S.N.D.

*Librarian, St. Mary's Academy, Prairie du Chien, Wisconsin*

"Books," said Pope Pius, "good ones, as well as bad ones, are among the spiritual influences which manifest themselves like the powers of nature, unnoticed and irresistible in width and depth." As Catholic high school librarians we are aware of the powerful influence books can have and do have on young minds. This knowledge imposes both a duty and a privilege upon us—the duty of proper reading guidance and the privilege through this guidance to help the students to a knowledge of Christ, a growth in Christ, and the spreading of this knowledge to others.

The basic objective of any guidance program in a Catholic high school is the information and development of a genuine Christian, living to the full the life of Christ. This Christ living takes in Christlikeness in every phase of the child's development. It includes Christlike formation in his physical, mental, spiritual, and social life. That is foundational.

Specifically, the librarians' share of this assignment is to contribute her part of the "Christ" development through the profitable use of books. To the librarian the opportunity for guidance is vast and varied. We become what we read. If this statement is true, then it is evident that guidance in reading must be important in forming a genuine Catholic who is basically Catholic minded. Generally speaking, by the time a student enters high school a great deal of the foundational work has been done. So the librarians' chief obligation in that case seems to be to contribute to growth and development.

A Catholic has the obligation to know Christ personally, to become "another Christ," and to bring Christ to others. This, then, is the place to start. In this paper no attempt is made to cover the entire field but only to mention typical books in each phase of the training.

What books could a librarian suggest that would help a student know Christ personally, become like Christ, and bring Him to others.

The first book to form Christlikeness would surely be the New Testament, and specifically the Gospels. If a student would know Christ, what better place is there to become acquainted with His dynamic personality than through reading and meditating on the Gospels? A few words of introduction and encouragement will help the student to acquire that degree of interest that will hold him to the book. Only the first attempts will seem uninteresting. Once the student learns to understand and appreciate the simple and direct style of the Gospel narrative, he will willingly learn more of Christ through the sacred text.

To deepen and extend this knowledge of Christ, a study of the Mystical Body will be helpful. In Cervantes' book, *That You May Live*, the young reader sees Christ in all His strength and unifying power. So, the reading of this book will help the student make the transfer from Christ of the Gospel story to Christ the Head of the Mystical Body of which he himself is a member. The understanding and appreciation of this teaching of the Mystical Body is fundamental in the formation of the Catholic mind and in forming this Christlike attitude towards our neighbor. This book will still do another thing for the reader. It will show him his position with regard to Christ and his neighbor, the members of the Mystical Body, and all their places in this his world today.

From this knowledge of the student's place in Christ's family the young reader will need to know how to become an active follower of Christ. He can read the answer in *A Map of Life*, by Frank Sheed. Brother George Schuster, in his *Catholic Authors of the Past and Presents*, says of this book: *A Map of Life* shows you how to get to heaven, how to fight and how to run. The book is an uphill climb. But no tenderfoot ever got to heaven."

1. Paper presented at the meeting of the Wisconsin Unit, April 2, 1949.

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To clinch his reading knowledge of Christ, an explanation of Christ's supreme sacrifice, as the integrating power of Catholic life, is offered to the student in *The Mass in Slow Motion*, by Ronald Knox. The fact that Ronald Knox wrote the book for a group of girls, in a conversational tone, is its own recommendation in this series of books. Monsignor Knox discusses the Mass step by step and shows what the Mass could mean to the high school student, if he were aware that he was offering the Holy Sacrifice in union with the officiating priest. The convert priest further uses his understanding of youth, his appreciation of Christ's sacrifice, and his own zeal to help youth become real Christians, by showing them that the Mass is such an integral part of their Christian life that they can bring to it all their thoughts and actions of the day and offer them to God in union with Christ.

A thought is father to the deed and we are what we think. Hence, in order to form Christ in ourselves, to become other Christs, it is necessary to form Christlike viewpoints. Probably the author who immediately comes to mind in this connection is Caryl House-lander. It seems to me that the very essence of all her writing is to help her readers think like God, to see in all events of daily life a participation in and a repetition of the very acts of Christ Himself. For instance, in *This War is the Passion* she shows us how the sufferings of men are a continuation of the Passion of Christ and a sharing in it, if we but think to join our sufferings with Christ's. In *The Reed of God*, Miss House-lander shows us how Our Lady may become the pattern of our daily life, how we may form Christlike minds as Mary did. Here we find the Christian philosophy of life, which is not too difficult for the interested high school student to understand.

In lighter vein, but with as least equal depth of real Catholicity, we have an inspiring and wholeheartedly Catholic convert writer, Cecily Halleck. Whether it is a brief magazine article or a personal essay or a short story, the same deep spirituality pervades all her writings. To read Cecily Halleck necessitates Catholic thinking. Throughout all Miss Halleck's writings one is impressed with the thought that it is perfectly natural for all Catholics to be irresistibly

happy. This is so because in all her stories there shines forth a spirit of joyousness. *The Happiness of Father Happé* is one of the author's most happy creations. Father Happé's quiet humor and flashing insight into reality will make every adolescent love him and at least enable the student to think about God and spiritual values as he did.

*Silver Fountains*, by Dorothy Mackinder, is my third choice for developing Christlike thinking. Thinking governs speaking. The author takes the age-old theme of the absence of human charity and shows what havoc uncharitable gossiping can cause in the lives of others. In contrast with the gossipers, we have the portrayal of Christian greatness in the strong-souled Cure and in the gentleman landowner. Adolescents can easily recognize the characters and learn through them Christ's second great commandment—the love of one's neighbor—evidenced in speaking. The point is so clearly made that the high school mind grasps it readily.

Adolescents are hero and heroine worshippers. Father William Russell, of the Catholic University of America, who has taught them and who has written *Christ the Leader* for them, states: "Youth seeks a flesh and blood picture for his ideal. The principle he is supposed to follow must be personified for him in a living, concrete image. He is captivated by leaders in the particular field in which he is interested. He readily gives his heart and loyalty to someone who embodies what he would like to accomplish. The keenest of youngsters and those who are aided by grace may be sharp in discerning false principles behind a leader, but generally they are swayed by persons without thinking of the consequences. The danger lies in the admiration they may give to the wrong type of leader."

Where do youth normally look for their heroes? In real life, in the movies, and in their books. As librarians it is our responsibility to give them real heroes in their books—heroes that think, act, and talk as Christ would have them think, act, and talk. And here is the vast field of Catholic biography. A heartening movement that is spreading ever farther today is the successful attempt that Catholic biographers are making to retell the old biographies in liv-



## CHRISTIAN READING

ing, fascinating, modern language which has an irresistible appeal for modern youth. The number of excellent biographies is too large for individual mention. I have chosen merely to cite some representative ones and I've based my choice on the reaction of our students at St. Mary's. Repeating the statement that we become what we read, it is not too much to expect (adapting the statements of Brother Schuster) that the high school student will become the Christlike Mother Caroline of Covelle Newcomb's *Running Waters* and will lead souls to Christ as she did; he will become the Christlike Damian, sacrificing his personal comfort for others as did the great hero in *Damian the Leper*, by John Farrow; she will become the Christlike Mother Valencia, giving herself wholly to bring relief and comfort to suffering mankind, as did that heroic character in Father Bonn's *So Falls the Elm Tree*.

No Catholic is truly a Catholic if he doesn't bring Christ into the lives of others. By his very vocation as a Catholic he has the obligation of spreading Christ. His faith is the greatest of God's gifts to him. The least thing that he can do to show his gratitude is to spread Christ to others, to be Christlike in trying to win as many followers as possible. To my mind, the best way to get started on this essential yet thrilling work of bringing Christ into the lives of others is to read *You Can Change the World*, by Father James Keller. Notwithstanding the few adverse criticisms leveled against the book, *You Can Change the World* gives a positive approach to the problems of the day: "The Christopher approach emphasizes that everyone individually and personally can do something positive and constructive. Each can take one step in the right direction. Each realizes it is far more important to get workers of good in, than to get workers of evil out. Each fights for something, not merely *against*. All have a hopeful approach."

Proceeding from the general answer to how to spread Christ, as found in Father Keller's book, to a specific example of spreading Christ, the student may pick up *Friendship House*. The Baroness de Hueck, author of the book and foundress of Friendship House, tells the reader of a unique group of lay apostles living in poverty in the Harlems of America, who are bringing Christ to the

destitute, especially to the Negro destitute. Assisted by her workers, the Baroness is trying through personal sacrifices to make up to the colored people for the grave social injustices committed against them. Friendship House and staff workers do all they do in Christ, with Christ, and for Christ.

Two other concrete examples, in entirely different fields, of bringing Christ to others are *Priest-Workman in Germany*, by Henri Perrin, and *France Alive*, by Claire Huchet Bishop. In *Priest-Workman in Germany*, the young reader sees what a young priest did to bridge the gap that he found between himself and his fellowmen. In spite of sincere efforts made to spread Christ among the workers, Father Perrin failed. Then, finally, with the permission of his superiors, he became a workman with the workmen. In the labor camps, in prison, during the years of the war and now back in France, Father Perrin, again at the cost of great personal sacrifice, is bringing Christ into the lives of others.

Father Perrin's heroic attempts to bring Christ to others, as revealed in his book, were one man's effort, whereas *France Alive* shows the revival of deep Catholic life in France through a closer contact between clergy and people. The high school student meets priests who go into the mines, factories, and dock areas to work side by side with the people and so bring Christ to them. He sees the laity become aware of their Christian heritage and how in their zeal they join the apostolate and share their newly found treasure with others. It is the story of groups of fiery apostles bringing Christ to groups of potential Christophers sadly in need of Him.

I realize that in naming these few books I have done little more than scratch the surface, since there is a vast number of books that might have been mentioned. Yet I am almost convinced that this reading program can do the job. Guidance, enthusiastic interest, even cajoling, perhaps, on the part of the willing librarian and the solicitous teacher, may be necessary to keep the books in the hands of the students but the effort will be rewarding. The sincere high school student will really know Christ from the pages of the Gospel, will understand Him better as the Head of the Mystical Body, will

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join Him in the Sacrifice of the Mass, and will follow Him on the way to heaven. He will really put on Christ as St. Paul said, by learning to think like Him, speak like Him, and act like Him, from the characters, fictitious or real, met in the books. And lastly he would be stirred to action to bring Christ

to his own small circle by the glowing example of the heroic work of his very contemporaries. And so, following this reading program, high school students would become militant Catholics, who know Christ, who act like Christ, and who would bring Christ to others.

### THE CENTRAL CATHOLIC LIBRARY OF DUBLIN

By REVEREND STEPHEN J. BROWN, S.J.  
*Librarian, Central Catholic Library*

The editor of the C.L.W. who kindly published in the February 1948 number an article about the Central Catholic Library, Dublin, has opened his pages to a sequel. We gladly avail ourselves of his courtesy.

I hope I may be pardoned for beginning (lest some readers might fail to finish the reading of the article) with an appeal. It is for books about the United States and Canada. There lie before me lists of such books which are either out of print or beyond our financial resources to buy. I shall not, of course, transcribe them here. I shall merely give a general idea of the classes of book desired. Thus my lists contain, roughly speaking, titles of biographies of American Catholics lay and clerical, general and local histories of America, books about the religious orders in America and their work, including monographs of their institutions, educational and other, books about American Catholicism past and present, works on the Irish in America, transactions of American Catholic learned societies. Of all that we have very little and could make use of anything sent to us. But, if a prospective donor thinks it better, he could first send us a list of his proposed donations.

And now to deal with the points set down at the end of my first article. The first of these was *finance*. How have we managed to keep the Library going? There is no charge for the use of our Reference Library and News Room: both are open free to all and sundry. The subscription for the use of the Lending Department is only two dollars a year. The Library is owned by an Association whose members pay four dollars a year. This Association grew very slowly. It now

counts 300 or so members and if all of these paid their subscriptions, they would make an important contribution to our income. But alas! . . . Bequests have been few and far between, though very large sums are bequeathed to "charities" and to the foreign missions. All along we have had to supplement our income by special efforts—"flag day" collections, tennis tournaments, bridge drives, sales of work, and so forth. But, though these activities hardly seem befitting a library, they had the advantage of winning for the C.C.L. the interest of a great many people who otherwise might have remained indifferent. In these last few years a small subsidy has been granted by the municipality of Dublin. Finally in our present premises we have a new source of income, yielding a substantial sum—rents from lettings of rooms not needed for library purposes.

Next come some technical matters for which I must crave the patience of non-librarian readers, classification and cataloging.

As regards the former we decided from the outset to go our own way, *pace* Dewey, Brown (the other one!), Cutter, and the Library of Congress. Here is our classification as it has worked out up to the present:—

0. Works of Reference and Bibliography.
1. Holy Scripture.
2. Life of Christ.
- 2a. Sacred Heart, Devotion to the.
3. Patrology (the Works of the Fathers).
4. History (Ecclesiastical)
- 4a. The Church.

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5. History (General).
6. Apologetics and Doctrine.
- 6a. Eucharistic Literature.
7. Theology (Dogmatic).
8. Theology (Moral) and Canon Law.
9. Catholic Life (Intellectual, Moral and Social).
- 9a. International Relations.
10. Philosophy.
11. Saints.
- 11a. Our Lady.
12. Catholic Biography.
- 12a. Conversion Narratives.
13. Social Theory and Practice.
14. Catholic Works of Zeal, Propaganda, Catholic Action.
15. Foreign Missions.
16. The Ecclesiastical State (a) Priesthood; (b) Religious Life (Religious Orders, etc.)
17. Education.
18. The Church Abroad.
19. Christian Art and Archaeology.
20. Sacred Music.
21. Liturgy.
22. The Church and Science.
23. The Spiritual Life.
24. Homiletical Literature (Sermons, etc.)
25. Religion and Religions.
26. Belles Lettres (Fiction in Lending Department only)
27. Miscellaneous.
28. Periodicals Filed.
29. Ireland and the Faith.
30. Illustrated Books.

Were we to start again I should suggest certain amendments to this scheme. Thus Nos. 9 and 10 might well change places; No. 30 has already been merged in 19. All of these "sections" are subdivided and the call-numbers are independent of the shelving.

For the catalog we adopted the "Sheaf" system. It has over the card catalog the advantages of being much more economical, taking up far less space, and being easier for the general public to consult. But for the purposes of stock-taking, cards have been written for all the titles and are arranged according to the sections, so that cards for all the works on, for example, art or foreign missions are arranged as are the books on the shelves. But enough of technicalities.

One of the happy results of this enterprise is that it has been emulated elsewhere. The flourishing Central Catholic Library of Melbourne might be called a daughter library and, if that term be admitted, then the Central Catholic Libraries of Brisbane, Adelaide and Perth may be described as grandchildren. The Central Catholic Library of Johannesburg, South Africa, is another daughter. And all our publications and materials are being used to found one in Calcutta. Our bibliographies and select lists of various kinds have been helpful to a great many small libraries in Ireland and elsewhere.

But, as I have already taken up much, perhaps too much, space, I must pass at once to my last point—the *raison d'être* and advantages of this, or any similar library.

To begin with, a Catholic lending library makes available to the general public a large number of books not elsewhere available to it, and, indeed, not usually available in public libraries in most countries, for instance collections of books on the foreign missions of the Church, on the Blessed Eucharist, on the Sacred Heart, on Catholic life, and works of a technical nature on philosophy, theology, and other sacred sciences. In the next place, a library specializing in Catholicism has the advantages attaching to all specialized libraries. These may be summed up as segregation and concentration. Segregation in this case is a sort of winnowing of the wheat from the chaff, the chaff of false philosophy, false doctrines and false views of life. In a public library one might easily find fifty books on the relations between science and religion and not one of them Catholic. Here we have about one hundred, all of them from the Catholic standpoint. *Audi alteram partem*, you will say. Then go to the public library. Again a special library brings together all the books on its specialty which its resources allow it to acquire. A medical library has not to buy books on Chinese pottery; a law library may pass over books on contract bridge; and so on. So with a library of Catholicism. It has no occasion to spend money on the ancient classics, on Oriental literature, on text books of the physical sciences. And yet our 50,000 volumes represent but a fraction of the Catholic literature that we might possess had we the needed resources. For after all a great propor-

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tion of the great literature of the world from the New Testament to our days is Catholic, as I hope to have shown in *A Survey of Catholic Literature*. So that a Catholic library, in addition to its other values, forms a kind of permanent exhibition of Catholic intellectual and artistic achievement.

I may, perhaps, be permitted to add by way of Post Script that, in response to my invitation, only one query has so far been put to me and of this query only one point comes definitely within my scope. It is how

to get readers for the Library. Alas it is a problem that I scarcely know how to solve. A partial solution is publicity. Yes, but how? The answer is not easy for us in Ireland. It ought to be easier in America. At all events the first problem is to provide the feast and then call on the guests to partake of it, provide the instrument and then invite those who could make use of it to do so. The art of library publicity is taught, I presume, in all schools of library training. I fear I have not learned it.

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### WHAT THE TEACHER OF HISTORY EXPECTS FROM THE COLLEGE LIBRARY<sup>1</sup>

By GEOFFREY BRUUN, Ph.D.

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No academic problem has interested me more deeply in recent years than the co-operation of the history teacher and the librarian. Most members of the teaching faculty still know all too little about the peculiar problems and responsibilities of the college library staff. History teachers, I fear, are particularly impatient in their demands and extravagant in their expectations when they draw up reading lists and devise student assignments. All librarians possess some background in the historical discipline, but far too many historians know little or nothing about library administration. Their ignorance often makes them unduly critical in their attitude towards the college library and its limitations.

Let me illustrate my point with a confession. I was already in my third year of graduate history study before a chance conversation brought home to me the battle of the budget that all librarians face when planning new acquisitions. In 1927 Dr. Robert A. Millikan, the eminent physicist, visited Cornell and talked informally with a group of graduate students. He questioned us about our activities and about the library facilities. We mentioned the rich Petrarch collection, the Icelandic collection, the pamphlet literature on the French Revolution.

"Ah," Millikan deduced, "you are working in history and the humanities, I note. You are looking for early editions and the earlier the better. I am afraid that a physicist would be willing to leave you most of the works published before 1900 if he could have all the works published since." It was the first time that I realized what a college librarian must face in trying to make his library all things to all men, and what an impossible assignment that must always prove. For twenty years I have continued to marvel how the average college library meets the diverging pattern of faculty demands.

I have marvelled even more as I listened through the years to my fellow history teachers berating the college librarian because the library did not possess this or that work. As a group, historians seem to feel that any book they or their students may want at any time *ought* to be in the library. They prefer to reason from some high plane of perfection and to deplore every deficiency as if there could be no real excuse for it. In a word, they do not face library problems in a practical spirit or make a reasonable effort to accept library limitations and make the best of them.

This attitude, which often produces a perennial feud between faculty and library staffs, stems in part, I think, from the nature of faculty training. The graduate student in history, let us say, thinks in terms of the

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1. Paper read at the meeting of the Metropolitan Catholic College Librarians Unit, Fall, 1948.



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best sources for his research and learns to reject substitutes. He wants the best. But when he goes to a moderate sized college to teach a freshmen class, his demand for the best may make the best the enemy of the good. Let me illustrate.

The new teacher, laden with lists and references compiled in seminar, draws up his reading lists for his freshman class on the basis of the best. He assumes that even a junior college library has, or ought to have, the books. I have yet to meet a history teacher who told me that, in preparing outside reading lists for his undergraduates, he tried to base his citations on Charles B. Shaw's *List of Books for College Libraries*. The idea that he should match his list to the works most probably available in the average college library does not strike him as important. Even the text book writers, who draw up the reading lists for college history texts, let the wind of choice blow where it listeth, and leave the librarian to worry how he is to secure books available only in British editions or out of print, or out of the price range of his budget.

I am indicting the history teacher here, and some may object that the indictment is too harsh. Certainly, teachers should demand books not in the library if the books are necessary and should emphasize their importance—how better can the acquisitions department judge what new books to secure? But I leave it to the librarians to judge whether they have not all met the type of teacher who plans his course reading or his own research as if he were designing a dream house, with no concern for the size of the site or the problem of materials or the cost of the project. And I dare add to my indictment the charge that many teachers not only demand what the library does not have, they frequently ignore the resources that the library does have. They want no substitutions; they will not take time to explore the alternate materials which their students might find equally valuable reading and which, if assigned, would ease the inevitable concentration on a few standard titles.

It is only fair to note, of course, that teachers are seldom properly trained in the use of a library. They are ignorant of many professional guides and aids and they are

easily discouraged (as who is not) by the bewildering multiplication of books in our age. Dr. Vannevar Bush, former head of the Office of Scientific Research and Development, recently stressed this difficulty. "Our ineptitude in getting at the record," he wrote, "is largely caused by the artificiality of systems of indexing". The average teacher, like the average student, still depends almost exclusively on the card catalog. What he does not find there, and find easily, he writes off as unavailable in the library consulted. Again, permit me to present this difficulty in the form of an example.

For the history teacher, lack of adequate maps, especially for minor areas of history, is a constant handicap. When he wishes to illustrate a point in his lecture he looks in a standard historical atlas—Shepherd or Putnam—and then abandons the quest. A few may carry their search so far as to consult Wright and Platt, *Aids to Geographical Research*, but find most of the material cited there are French or German works, of little help to undergraduates. Probably not one in twenty recalls that the *National Geographic Magazine* has a fifty year cumulative index that lists over a thousand maps, and that they might well find there the inset or line drawing or diagram that they need, to copy on the board or use for opaque projection.

What all this adds up to is the need for more constant and more specific coordination between the work of the teacher and the professional knowledge of the librarian. It seems clear that within the next generation a new professional group must arise in the academic world, a new division of the faculty, trained as research assistants. These specialists will be neither teachers nor librarians. They will be intermediaries, and busy masters of occult techniques. They will serve as liaison officers between the lecture room and the library, the scholars' study and the stacks. They will have to comprehend the needs and problems of the classroom and the resources and cataloging and storage problems of the library. In the field of history teaching, they will master the many new and cheap methods of reproduction—photostat, microfilm, and so forth—that promise to make rare source material available at minimum cost. They will be the cus-

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todians and agents who handle the audio-visual records, assembling, projecting, and returning these records as supplements to the spoken lecture. The new machines that are working a revolution in teaching techniques require new technicians to run them and the average teacher must specialize—he can not master all trades.

Teachers in general are conservative and the coming revolution in teaching methods will come in spite of rather than because of their attitude. It is the library schools that appear most alert to the current trends and future possibilities. At the Columbia School of Library Service a new curriculum has been introduced, as you may know, designed to meet the extraordinary responsibilities that librarians are called upon to face. Still plastic and experimental, this new program of librarianship envisages a complete reconstruction of the conventional library service course, and the preparation of qualified students for a graduate degree of Ph.D. in Library Service. It is encouraging to know that the role of the librarian may thus be equated more readily with that of the teaching faculty, and that the indispensable functions of the library staff, as a combination of the signal corps and intelligence corps of the educational army, will receive due and fitting recognition. The library is at once the intelligence headquarters and the bureau of records in which all the departments of a college seek to meet and coordinate their activities. It cannot perform its function

without an adequate staff, adequately trained, and that means it must receive a more generous budget allotment and a more comprehensive recognition of its role than most college faculties have accorded it in the past.

For the specialization of knowledge of intellectual disciplines, so characteristic of our time, may lead to increasing inbreeding of professional thinking and ultimate sterility, unless a method is developed to break through department walls, to cross-fertilize research at all levels. In correcting the evils of over-specialization, the library should take a distinguished, perhaps a predominant, part. The problem that faces the world of education and research has been succinctly stated by the librarian of Congress, Luther H. Evans: "Despite the magnificent library card catalogs, the multitudinous indexing and abstracting services, the countless published bibliographies and bibliographies of bibliographies, the problem of bibliographical control over recorded knowledge awaits solution through the cooperative planning and joint effort of libraries and scholars".

The expansion of library training in the schools of library service indicate that the librarians recognize the problem, the need for larger vision, a synthesis of disciplines. But cooperation must come from all parties concerned. It is time for the teachers to study the problem with equal care and recognize the needs and problems and the role of the college library in a more realistic—and more appreciative—spirit.

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## LIBRARY TRAINING AT NAZARETH COLLEGE, ROCHESTER

By SISTER M. DOMINIC, S.S.J.

*Librarian, Nazareth College, Rochester, N. Y.*

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The last "Good-bye" had been said to one Sister after another. There was the one from the South, holding a Master's degree, teaching Latin and English in a small high school and charged with running the library there, with one library course to her credit. There was the enthusiastic, splendid teacher from one of our small elementary schools, just "itching to get back home and

do things in her library". A principal of a new high school in a larger city had been able to carry only one of our courses in library science, but she was going home freighted with new ideas which she was certain would work. I can't forget the Franciscan nun who on the slightest provocation would burst out with: "Oh! I just love it. Wait till I get home!" Then there was the one who ran a

## NAZARETH COLLEGE

variable library temperature, one day so encouraged, and dreaming dreams; the next, wistfully recalling the day her principal refused to allow her to discard a science text, dated 1893. And there was the Ukrainian Sister, a Franciscan, engaged in social work on Long Island, who had contributed so much through her floor talks and her plans for work with parents in the field of books and reading.

Nor can I forget the success of an ingenious group in their project of setting up a bulletin board and table display. Few of our own faculty have ever succeeded in drawing out Billy, the shy little son of our janitor, who, incidentally, is responsible in no small part for the success of our summer school. Billy stood on the steps overlooking the corner where the work on the display was in progress. When he saw that it was going to be "all about horses", forgetting his shyness, he called: "Why don't you put up dogs?" He has a dog, whom he dearly loves, and probably had never seen a real horse. When the caption "Horses! Horses! Horses!" went up, he called out again: "You've got 'Horses' *three* times!" This was only one of six grand exhibits done by Sister students in the course. The others were the following: Eternal Rome, Hobbies, Music, Trees, Literary Inspirations. The last-named featured a replica of Tabord Inn, made to scale.

Now, I trust that the sum total of the summer's work in Library Science, done at Nazareth College, Rochester, New York, is not the reminiscences of the twenty-two Sisters who made up the class.

For a number of years Nazareth College has known that it would eventually have to meet the need for basic library training for our teachers who must do double duty as teacher-librarians. After years of planning, hesitation, inability to carry out the plans, etc., we finally launched a three-summer program. The help of the State Supervisor of School Libraries, Miss Anna Clark Kennedy, the generous loan of books from the State Library, the cooperation of the many library schools, the financial and moral support of the administrators of the college and the fine team work of the members of the library staff, all had a telling part in the success of the undertaking.

Besides offering training for part-time librarianship, the program serves also to provide the prior training for those who later on may wish to register in a regular library school for a Master's degree in Library Science. While the residence or time requirement for such a degree may not be lessened for such students, the opportunity will be afforded in the graduate school to pursue more advanced courses in Library Science or in an academic field.

Aside from the professional value of the courses, there is the definite help in teaching, which each Sister recognized and widely advertised. Especially true was this of the course in Book Selection for Children, taught by Miss Lucile Menihan, librarian of the School of Practice, State Teachers' College, Geneseo, N. Y. As one teacher in the class concluded: "Of books and book values, there is no end." This summer we offered a survey course in Library Science-Library Education for Teachers and the course in Books for Children, the two totalling six hours of credit. The second summer, 1950, we shall offer a course in Cataloging and Classification and a course in Reference. The third summer program, 1951, will offer Books for Adolescents and a second course in Library Service. The entire sequence will give eighteen credits. This is a margin of two credits beyond the sixteen required of a teacher-librarian by New York State. The only regrettable feature of the plan is our inability to accommodate a large number of students.

As the days went on many things made impossible any notion of a "dull day". There were trips to various places. One day it was the Rochester Public Library where Miss Lois Fisher, head of the Department of History, took us on a conducted tour, with a stop to see the film "Not by Books Alone", and another stop to chat informally with the very able, the scholarly, the very genial director, Dr. John Adams Lowe. The trip was worth that pleasure alone. Another day we roamed through and revelled in the Children's Bookshop. We were welcomed by the gracious hostess, Mrs. R. M. Placksin. And nearly every Sister bought a book! From there we went to the Rochester Museum, where we spent hours on a high intellectual plane. Rochester is justly proud of

## THE CATHOLIC LIBRARY WORLD

its Museum. Not everyone knows that more than once the New York State Museum has drawn from the Rochester Museum when it needed a capable member for its staff. When you hear of Dr. Parker or Dr. Ritchie of the State Museum, you are really hearing of Rochester. A third trip took us to Benjamin Franklin High School, where the well-known librarian, Miss Edna Bayer, considered no trouble too great to help each one learn a bit more about high school libraries. Just across the street, Miss Nester and her staff were waiting for us. There is located the newest and probably the best of the branch libraries of Rochester's splendid system of public library service. Our visit there was a delight.

The day which meant most to us came when Miss Anna Clark Kennedy paid her official visit. We had anticipated it as the stimulation, the encouragement and the help which it proved to be. Miss Kennedy gave

the group of the richness of her knowledge and library experience, and made each one feel that she could count on her personally and on the State Library facilities, as well, for future help.

Other visitors came too. We were favored by Miss Lucy Murphy of the Buffalo Public Library and of the Executive Council of the Catholic Library Association. She came to see the school in action. Mr. W. J. Cohalan, Education Department, Encyclopaedia Britannica, spent the morning acquainting the class with the history of encyclopedias. It was not at all a "sales talk". Gaylord Brothers, although in the midst of the company vacation, sent us Mr. H. A. Wensley to demonstrate book repair. What the students learned went far beyond book repair.

Yes, it was a summer with plenty of difficulties and hard work, but a highly compensating one, and one which we hope to improve upon and repeat in 1950 and 1951.

May 12, 1950 . . . .

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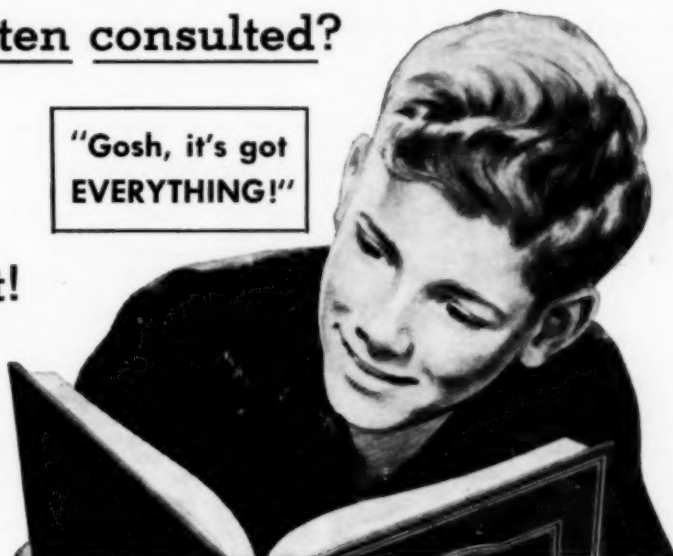


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# THE GUIDE POST

A PAGE FOR PARISH LIBRARIANS

Lucy Murphy, *Editor*  
Buffalo Public Library,  
Buffalo 3, New York

On my visits to parish libraries during Catholic Book Week, I was dismayed by the many book displays which broke all the laws of simplicity, harmony, and balance. Most of the displays suffered from an overdose of elements—too many gadgets, too many books, too many book jackets, too many colors, too many signs. It is easy to fill displays with many things, but quite another to arrange them so they will make an impressive exhibit, an attention-getter which will bring lasting results.

The parish librarian should realize that her job is to "sell" books, and when assembling a book display it is with the purpose of obtaining results—book readers. This must be accomplished on a clear-cut, simple plan, using bright colors (not too many) strong lines, and the fewest possible number of elements.

The following suggestions may help each librarian to build better displays.

## Arranging the Display

Simplicity is the keynote of all good displays. If you study the window displays of the large department stores (exclude the five-and-ten cent and drug stores) you will find this to be a fact. A good display must first appeal to the eye. It must flash its message in a split-second. It is estimated that the average person passes a window in eleven seconds. This does not take into consideration those who drive in half that time. Therefore the display must be easily understood at a distance. It cannot be accomplished by cluttering up with an overdose of many objects. The first thing to remember is clutter. Avoid it.

The display must have unity. This can be achieved by following a simplified pattern of grouping books and objects on tables or bulletin boards at different heights. Good grouping encourages the eye to progress from one point to another until the entire content of the display has been studied. In arranging the books, the most important factor, much can be done to carry the eye from one group to another by a judicious use of the colored book jackets. For example, two black or two blue jackets should not be placed together. The result would be one dark blob. Place one on the left center and the other on a higher level of the right center, with books of contrasting color between the two groups; there will be three visual points arranged on an arc. This arrangement not only gives each book individual prominence, but it makes a more pleasing composition for the eye to follow. Place each book so that the name of the author or title can be plainly seen. Avoid crowding. No one piece should be permitted to obscure another. The most important objects should be displayed

most prominently, but the entire display must present a certain balance.

## Watch Your Balance

Balance is the equal poise of two sides of a scale and gives a sort of see-saw effect. There are two kinds of balance: formal and informal. Formal balance is secured by placing each element squarely on an imaginary central vertical line, or by duplicating exactly each mass, shape, and line that appears on one side of this vertical line, in a corresponding position on the other side. The result is perfect symmetry.

Informal or unconventional balance is arranged without regard to set balance. Yet there is perfect symmetry, which affords a graceful sweep and graduated heights that are pleasing and artistic. This, of course, is the most difficult to effect, but it is much more interesting.

## Cater to Color

The whole of your display can be controlled by the colors you use. Too many glaring colors make the display garish. Decide first whether you want an effect of dignity and gaiety, of gloominess, or garishness. You'll want contrasts, but avoid complementary colors which have a way of fading together when viewed from a distance. Because the displays consist chiefly of books jacketed in many colors, it is important to avoid too many colors in other features of the exhibit. White or a very light color harmonizing with the season, event, or feast will show to better advantage the brightly colored book jackets.

## Let's Face It

Just as every book has a title, so too there should be a slogan to caption the displays. Slogans require some kind of lettering or face-lifting. Amateurish looking lettering will destroy the professional appearance of any display, no matter how well planned. If you or no member of your group can letter in a professional style, hire an expert letterer. Uneven lettering has defaced many a good display. If the budget simply won't take it, use cut-out cardboard letters. They may be obtained in various sizes from the commercial display house in your city, and also at the five-and-ten-cent stores. Mitten's letters are ideal for display work. They may be painted with casein paint, repainted, and used over and over again.

## Paper and Fabric

In most cases it is more effective to cover the background of the display with paper or fabric. Seamless display paper, which may be obtained at any display house, is excellent for backgrounds or for covering graduated blocks. Avoid using

(Continued on Page 224)

# PATIENT'S PAUSE

A PAGE FOR HOSPITAL LIBRARIANS

Margaret L. Frawley, *Editor*  
*Chairman, Hospital Library Service,*  
*Washington, D. C., Univ*

## The Nurse and the Library<sup>1</sup>

Almost since the beginning of history, libraries have existed. Volumes multiplied with the years, containing the thoughts and experiences of the generations gone by. These contributed to the interest, the curiosity, and the education of mankind. Libraries have been the measure of human culture and human progress.

Whether we wish to live in the past, or to forecast the future, or to fill the present with delightful thoughts and images; whether we wish to gain a knowledge of law or medicine; whether we wish to listen to the philosophers or the poets, to weep over tragedies, or to laugh at comedies, or to thrill at the spectacle of the heroic struggles of patriots and martyrs; whether we wish to live or die—books must be our teachers.

The human mind craves for books which explain the existence of libraries in every land and in every generation. This is the reason why in the ages before printing, large libraries added to the fame of great cities and attracted scholars to pre-Christian centers like Athens, Alexandria, and Rome, and to early Christian schools in Italy, France, and Spain. This is the reason too, why, since the invention of the printing press, books have been multiplied beyond counting, and libraries set up in villages and towns as well as in populous cities throughout the world. This is the manifestation of the human mind's craving to take advantage of the experience of others.

Each branch of human knowledge has its libraries. Each profession has an accumulation of general texts and technical volumes. Without them, progress would move with halting step.

This is true in a very special way in the nursing profession. In few professions has there been such real and remarkable progress within a comparatively short space of time, as in that of nursing. A glance at the text books used in the nursing schools at the present time is most informing, revealing the enormous strides made in the profession during the past few years. New methods and new techniques have been introduced into the general hospital: its wards, its laboratories, and its operating rooms. New fields of activity have been entered: in homes, in industries, in department stores, in the offices of physicians. And a nurse of a decade ago would seem incompetent today, unless to her general knowledge she added dietetics, medicine, pathology, pharmacology, surgery, microbiology, psychiatry, psychology, social sciences, pediatrics, and

all the modern procedures in our present day. The problem of healing in all its phases is at the present time a nurse's problem, and where shall she solve her problem but in the nurses' library, where the books in her field can be found, and where she can ascertain the professional knowledge she is seeking.

Therefore, in progressive hospital nursing schools, a well-equipped nurses' library will afford the nurse the opportunity of enriching her knowledge through the latest current events in the nursing profession. Nursing magazines will bridge the gap of the latest medicine and inventions, which it is impossible for books to keep step with, due to the rapid advancement in the world of medicine today. Nursing does not call a halt, but like medicine goes marching on. As Florence Nightingale said, "No system can endure that does not march".

All this emphasizes the truth that the nurse must make use of the educational experiences that throw light on her professional work, and grasp every best method of making that work more efficient. She must pursue knowledge in every available direction and seek from others the guidance made imperative by the problems which are bound to arise. The library is not only a place of reading but a workshop as well; a place to obtain from others needed help.

The nurse who understands that her profession requires high scientific training and qualifications will realize that, for her, school time continues indefinitely. At no time can her books be closed. The book and magazine contact is necessary for watchful vigilance is required in order to keep abreast of the new inventions in bedside nursing. The discovery of new drugs, sulfonamides and their brands, penicillin, streptomycin, etc., is an instance of the progress in medicine today. The sulfonamides and penicillin check pneumonia in a few days as compared with a couple of weeks in past years.

And so it is, that nurses in this modern age, must of necessity keep on their toes by contacting the nursing library in order that they may keep up to the minute on fast-moving medical discoveries and new approaches in nursing. Striving for the mastery in her profession, the nurse will continue research and study from the books on her profession, and seek the rich gifts which other minds have bequeathed to her. The modern nurse will lose much, if she does not avail herself of the opportunities and advantages of the nursing school library.

SISTER M. CYRIL, *Librarian*  
*St. Elizabeth's Hospital,*  
*Brighton 35, Mass.*

1. Paper read at the meeting of the New England Unit, May, 1948.



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# CONTACT FOR CATALOGERS

## A CLEARING-HOUSE PAGE FOR CATHOLIC CATALOGERS

Rev. Oliver L. Kapsner, O.S.B., *Editor*  
*St. John's Abbey Library,*  
*Collegeville, Minnesota*

### Can Corporate Authors Be Simplified?

In the last issue of the *Library Quarterly*<sup>1</sup> appears a long article on simplifying the complex process for handling corporate authors. The suggestions are startling, to say the least, and definitely provocative. They claim to be practical as well. A summary glance at them should harm nobody.

Boiled down to one statement, the argument aims to reduce the one hundred A.L.A. rules dealing with corporate author entries, plus their one hundred exceptions, to three rules and three only, with no exceptions.

The first rule merely states that the publications of a corporate entity are to be entered under its specific name.

The second rule explains how the corporate name is to be determined. This is done through information available in the very work to be cataloged, and by consulting authority lists established in the library from previous cataloging. Beyond these two sources no further research need be made.

The third rule concerns subdivisions of a corporate body. Publications by a part of a corporate body are to be entered directly under the name of that division, unless the name of the part is contained in a standard list of names not suitable for entries, e.g., library, department of —, etc. In the latter instances the entry should be made under the next largest administrative unit in the corporate body.

Rule three, for example, advocates entry under "National Cancer Institute" rather than "U.S. Federal Security Agency. Public Health Service. National Institutes of Health. National Cancer Institute".

This rule would be partly in line with Miss Pettee's suggestion to use direct entry for some well-known names, e.g., "Book of Common Prayer" rather than "Church of England. Book of Common Prayer". The Vatican Rules similarly favor direct entry of some familiar and common names, e.g., "Missal" rather than "Catholic Church. Liturgy and ritual. Missal"; "Congregation of the Holy Office" rather than "Catholic Church. Congregation of the Holy Office".

As visualized by the author of this simple code, the advantages are impressive, namely, faster cataloging, simplified research, reduced cost

of cataloging, a more consistent and better catalog (through elimination of numerous exceptions and conflicting rules), anybody (new catalogers and patrons) can learn the rules in a few minutes, or hours at the most. It would obviously require extensive experimentation to determine the applicability of the conclusions.

### Those Religious Authors Again

"At various times on your page Contact for Catalogers there have appeared comments and discussions concerning the form of main entry for authors belonging to a religious order. Some time ago we encountered this problem in our cataloging class in the library school and in formulating our decision referred to THE CATHOLIC LIBRARY WORLD issue of May, 1949.

"We could find no better plan than the one there suggested: to assist the reader in identifying such authors by following the Vatican rule (65). In all cases the conventional initials for the order are added to the name of the religious. The abbreviation *sac* [sacerdos] (Father) is added to the names of priests of the secular clergy'.

"The suggestion in the January, 1950, issue to 'add the title Father, Brother, Sister at the designated spaces after the author's name; then type the author's name with the initials of his order at the space designated: Secular name' does not give the information as conveniently or quickly. It is an unnecessary separation of information which would better be given immediately on the author line. We agreed that the reader, as well as the cataloger, would be best served by the use of an already existing rule rather than by the addition of a new one".

Sister M. Denise, O.S.B., who sent in this response, is a student at the College of St Catherine Library School, St. Paul, Minn.

### Any More Extras?

"The generous response to the librarian's request in the December CATHOLIC LIBRARY WORLD for a copy of Lynn urges me to make a similar request for Richard J. Walsh's *Modification and Expansion of the Dewey Classification in the 200 Class*".

Whoever can supply this need should write to Sister M. Juliana, St. Angela Library, Ursuline College, Paola, Kansas.

1. Tauber, Mortimer. "The Cataloging of Publications of Corporate Authors," in *Library Quarterly*, January, 1950, v.20, pp.1-20.

# TALKING SHOP

A PAGE FOR HIGH SCHOOL LIBRARIANS

Richard James Hurley, *Editor*  
Dept. of Library Science,  
University of Michigan

## Dr. Butler

It will be known with a great deal of satisfaction that Dr. Helen L. Butler, Professor of Librarianship of Marywood College in Scranton, Pennsylvania, is the new editor of the *Catholic Supplement* to the *Standard Catalog for High School Libraries*. As soon as we heard the good news we wrote Dr. Butler with many hosannahs and alleluias and we suggest that other school librarians offer their support and best wishes. We hope that next month a statement concerning the *Supplement* by her will appear in this column which is dedicated to the progress of all Catholic high school libraries.

## Literary Awards

Another happy event was the selection of Leo Politi's *Song of the Swallows* as the Caldecott award for 1949. This Medal is given for the most distinguished American picture book of the year. The story concerns the annual return of the swallows to the Mission of San Juan Capistrano and as we are nearing St. Joseph's Day when the swallows are due to return, the book and its selection are very timely. Although Mr. Politi was born in Fresno, California, he was taken to Italy by his parents at the age of seven and his art was developed abroad. Later he returned to this country to live in Los Angeles. Many a fine children's book has been enriched by his talent, including Sawyer's *The Least One* and Garrett's *Angelo, the Naughty One*. The Newberry award to Marguerite de Angeli's *The Door in the Wall* is also a wise one—this being the most distinguished contribution to American literature for children published in 1949. The story itself is a splendid one, laid in the Middle Ages and concerning a crippled boy who was taught by the monks to become a useful citizen. The story will bring much comfort to numberless children who have some physical deficiency and who need a "door in the wall" to realize that they can contribute something worthwhile. The award might well be in total recognition of the long series of fine books Mrs. de Angeli has written for our children—stories of America's history, of the Pennsylvania Dutch, of early Michigan which is her birthplace, of Negro children, and now of historical England. Not all of the Newberry awards have been happy ones and at least three cannot be approved by Catholic librarians. The latest book is one which should be in every library, elementary and high school.

Praise should also go to Miss Helen Ferris, editor-in-chief of the Junior Literary Guild, who had selected both of these books and thereby helped to introduce them to us.

## High School Section

Some of the readers of Talking Shop may have wondered what action was taken at the mid-winter meeting of the Executive Council of the Association regarding our request to have the officers of the High School Section hold office for two years as is the policy of the national officers. Our letter was not considered and the humble scribbler of this column will, therefore, ask the Section at its April meeting to officially request action which will require a change in the Constitution. For the benefit of those who will not be at this meeting, the Constitution reads: "The members of each section at its final session may elect its officers for the ensuing year who serve until the close of the next Annual Conference of each section". If you approve of amending the Constitution to permit us to have our officers for the two-year term of the national officers, why not write us to that effect. We simply cannot develop any consecutive policy on a yearly hand-to-mouth basis.

## Publishers' Catalogs

In our last issue, space did not permit us to enlarge further upon the value of publishers' catalogs of children's or school books. The amount of information which can be found in the average catalog is amazing. Included in this are illustrations from the books, pictures of the actual books, a sample page, excerpts and synopses, notes on format, ages and grades, size of books, book reviewers' comments, inclusion in standard lists, information on the author or illustrators. Arrangement within the catalog may be by age, by author, or by subject or by any combination of these three. An author-title index is often found. One catalog has Dewey classification numbers and official subject headings to help the librarian in cataloging. No catalog contains all of this information but even if half of the items were included, the librarian would have acquired a lot of valuable knowledge. Build up your file of publishers' catalogs. And get the catalogs of special publishers of art, music, sports, photography, science and technology, and the like, for the subject matter teachers. Remember that a good librarian is a materials specialist. Are you?



# AT YOUR SERVICE....

A PAGE ON REFERENCE TOPICS

Sister M. Claudia, I.H.M., *Editor*  
Marygrove College Library,  
Detroit 21, Michigan

## La Documentation Catholique

The most complete file of *La documentation catholique* reported to date is that of St. Mary's College Library, Kansas. Father Gilbert C. Peterson, S.J., reports: "This library has all of the 1940 and 1945 issues. It lacks six of the 1944 issues, namely, Nos. 913, 914, 916, 917, 921 and 923". If anyone has any stray copies of the 1944 issues, it would seem a contribution to scholarship to send them on to St. Mary's to help fill in this small gap.

## Many Towers

Our request for information on the "ivory tower" received a most enthusiastic response. Joseph D. Sullivan, assistant librarian, St. Michael's College, Winoski Park, Vermont, whose reply was the first to reach us, gives Charles-Augustin Sainte-Beuve as the first author to have likened a poet's retreat to an ivory tower (*Pensées d'Août*, "To M. Villemain", Stanza 3, dated October 3, 1837). The Reverend Edmond Ivers, S.J., Woodstock College Library, Maryland, besides quoting Sainte-Beuve, gives references to Jules de Gaullier, Ruben Dario, and Wilfrid Rowland Child. Sister Mary Georgia, R.S.M., Mercy College, Detroit, gave us the fullest reply, referring to Sainte-Beuve as the originator of the phrase which was used as descriptive of de Vigny. She also quoted a number of authorities who referred to this use of the expression of Sainte-Beuve. We shall be glad to send these to anyone interested in more detailed information.

## Catholic Monthly Review

The Bibliographic Publishing Company, referred to in this page a month or so ago, will publish on April 15 the first issue of the *Catholic Monthly Review*. According to the announcement, this review will attempt to include all Catholic publications written in English and published in the United States, Canada, Great Britain, Ireland, Australia, New Zealand, and other countries. Copy will be mimeographed or multigraphed on 8½ by 11 sheets for ease in filing and will give full bibliographic information for each title listed including a brief note of content. Indexes according to author, title, subject, and publisher will be included in each issue.

## Il Mondo Cattolico

The Domani Press of the Men's Italian Catholic Action Union, located in Rome, is preparing for publication an international biobibliographical dictionary which will be issued under the title of *Il Mondo Cattolico*. The volume will consist of two parts: the first will list religious orders and congregations, national and international associations and organizations, and the contribution each has made toward the development of

the Catholic Church in the world; the second part will list the more important religious and lay leaders of these organizations as well as any other individuals who have made notable contributions to the Church and civilization.

## Reference Worth Noting

The world-famous annual *Almanach de Gotha*, last published in 1944, will again be issued in a new form under the sponsorship of the German Nobility Archives in cooperation with the legal committee of the Council of German Noble Families. The seven-volume *Schweizer Lexikon*, publication of which was completed in the early part of 1949, is now being issued in an abridged edition of two volumes. The result of exceptionally careful workmanship, this abridged edition is especially designed for small or departmental libraries that cannot afford the larger set. Anyone trying to locate information on the pontificate of Benedict XIV will be glad to know that volume thirty-five of *Pastors History of the Popes* is now available in the English edition. The first supplementary volume to Butler's *Lives of the Saints*, edited by Donald Attwater, gives us new facts about a few old saints and adds the biographies of saints canonized since the last volume of the revised Butler was published in 1938.

## Mariology

The Mariological Society of America, under the presidency of the Reverend J. B. Carol, O.F.M., will edit in the near future a volume containing the constitutions, a list of charter members, and the papers read at the recently held convention. The Marian Library (University of Dayton) offers to send copies to those who request them.

Father Monheim, Director of the Marian Library, would appreciate a little help on a reference question. The Stromberg-Carlson Corporation would like to know the origin and exact manner of ringing the Angelus. Specifically, is the ringing 3-3-3-9 on a stationary bell, or is the final nine struck on a swinging bell?

*Marie*, a Marian magazine in French edited by M. Roger Brien of Nicolet, Quebec, will be made available to an English-reading audience if there are enough people interested in subscribing to an English edition. A sample copy and additional information may be obtained from the Marian Library, University of Dayton, Dayton 9, Ohio.

## Chambers' Encyclopaedia

Oxford University Press announces that it has completed arrangements with George Newnes Limited for the American distribution of the 1950 edition of *Chambers' Encyclopaedia*. Entirely rewritten and redesigned this 15-volume British encyclopedia is expected to be available in this country in June.

## NEWS AND NOTES

### UNITS

#### Greater St. Louis Unit

The 15th annual convention of the Greater St. Louis Unit of the Catholic Library Association was held at St. Louis University on Saturday, February 18, 1950. A Sung Mass by the Right Rev. Martin Hellriegel in the university chapel opened the conference.

The chairman of the unit, the Rev. Aloysius Wilmes, presided and the Rev. Paul Reinert, president of the University, gave the address of welcome. In his message to the group Father Reinert made two very welcome announcements: first of all, the University has very definite plans for a suitable new structure to be the central library unit; second, summer courses will be available to the librarians not at present qualified in the field. The Rev. James Curtin, assistant superintendent of high schools in the archdiocese, stressed the need for libraries to build and foster reading habits. No part of the school program will do more to promote a reading program than an adequate book collection.

The secretary-treasurer, Sister M. Cyprian, S.S.N.D., co-principal of Rosati-Kain High School, gave the report of the finances and the activities of the various sections. A decided step forward had been taken, since every section had met several times since the February round table. One of the outstanding projects was the collection of books and magazines for the ruined libraries of Europe. From the responses received, St. Louis seems to have sent in one of the largest contributions. Sister M. Liguori, C.S.J., librarian at St. Anthony High School, prepared the group for the observance of Catholic Book Week.

The Right Rev. Martin B. Hellriegel was the principal speaker of the morning. His topic was the Function of the Library in Fostering the Liturgical Life. Not only was

new light thrown on the necessity of reading, but impetus was given for a more ardent liturgical life. Special note was taken of the possibility of discussions of the *Mediator Dei* and the *Seruum Laetitiae* encyclicals.

In the afternoon there were meetings of various sections for the discussions of problems and projects of the particular groups. The Elementary School Library group met under the direction of Sister Miriam Clare, C.S.J., principal of St. Rita School, with the Rev. James E. Hofflich and Brother James McMenamy, S.M., as discussion leaders of the problem of centralized and cooperative services for diocesan school libraries. The group had been prepared for participation by an announcement of the topic at the December meeting.

The High School Library division met under the chairmanship of Sister M. Pauline, Ad.PP.S., of St. Teresa Academy, and the Rev. Joseph Huels, director of McBride High School spoke on Reading for Lay Leadership. By quotations from educational authorities the audience was convinced that the time was ripe for leadership; Catholic lay leadership is the message and impact of the doctrine of the Mystical Body. Ways and means for making proper materials available to the students were essential if the aim is to be achieved.

The College Libraries under the chairmanship of the Rev. Edward R. Vollmar, S.J., of St. Louis University, also discussed Reading for Lay Leadership. The Seminary Library group was presided over by the Rev. G. H. Guyot, C. M. The chairman of the hospital group was Sister M. Susanne, S.S.M. Both these groups discussed their respective problems. The Library Service to Catholic Readers round table was presided over by Miss Catherine Pauck, librarian at St. Louis Cathedral; the speaker was Brother John Totten, S.M., librarian of DeAndreis High School, who had as his topic, Catholic Authors of Current Best Sellers.

SISTER M. CYPRIAN, S.S.N.D.,  
Secretary-Treasurer



## NEWS AND NOTES

### Washington Unit

The Washington Unit of the Catholic Library Association convened at two o'clock, February 18th, at Immaculata Seminary for its Midwinter meeting. Mr. Eugene P. Willging, the Unit chairman, called the meeting to order, and the official prayer was read by Father Bernard Theall, O.S.B. After consideration of business, with the announcement that ten dollars had been received from C.L.A. headquarters representing Unit dues from institutional memberships, the chairman called upon Father Theall, national chairman of Catholic Book Week, to report on the observance planned for this year. He spoke at some length on the importance and value of Catholic Book Week and its correlation with the purposes of the Holy Year, the spiritual life and the intellectual life being closely related.

Mr. Willging then called the attention of the Unit to the 24th Annual Conference of the C.L.A. to be held in Washington during Easter week, and explained the purposes and membership of each meeting scheduled during the Conference. As the method of the Association is to consider at the national convention topics referred from the units, he requested comment and suggestions from the floor on various activities of the Association. There was discussion of the *Catholic Periodical Index* and *THE CATHOLIC LIBRARY WORLD*. Mr. Phillips Temple suggested the importance of considering the relative value and cost of publication of the *Index* by the Association and by a commercial indexing service. Inquiry revealed that no more than eight institutions in the Unit were subscribers to the *Index* and further discussion was postponed. The use of illustrations in the *WORLD* was suggested by Mr. Joseph Popecki.

The Spring meeting of the Unit was the next subject considered. It was agreed that this meeting should be held at the same time as the C.L.A. Annual Conference, the date being set for Wednesday, April 12th, at 3:30 p.m. The Chairman then appointed a Nominating Committee, to be composed of Sister Mary Fides, chairman, Miss Rosabelle Kelp, and Father Bruno McAndrew, who will prepare and present an election slate for Unit chairman and secretary-treasurer.

He also appointed an Election Committee, composed of Mr. Joseph Popecki, chairman, Miss Eleanor Burdette, and Mr. Leo P. Monahan, S.J. These two committees were advised to conduct an election so that the newly elected officers could be inducted into office at the April meeting of the Unit. The chairman thanked Sister Helen and the staff of Immaculata Seminary for their hospitality to the Unit, and the general session adjourned at three o'clock.

Special sessions followed, the members assembling in round table groups. Miss Clara Beetle, editor of *A.L.A. Catalog rules for author and title entries*, spoke before the College Group. Following her talk there was a panel discussion of a Union list of serials for the Washington area. The Elementary School Group devoted its time to book reviews. The Secondary School Group heard a prepared paper by Mr. William D. Ayd, S.J., who has done work in child psychology at St. Louis University, on Guided Reading in the High School. Miss Martha Pitt spoke to the Hospital Group about the patients' library at Freedman's Hospital. These sessions adjourned promptly at four o'clock. The members then had an opportunity to look over the special exhibit of new books prepared by Gallery's and the Newman Book Store and to visit the new Junior College Library. Sixty-nine members registered for the meeting.

ROSINE PILLIOD,  
Secretary

### Michigan Unit

The Van Antwerp Catholic Library, Detroit's downtown Catholic literary center, was host to a goodly number of Michigan librarians and teachers when the Michigan Unit of the Catholic Library Association met there on the eve of Catholic Book Week, February 18, 1950. Sister Mary Petronia, Fel.O.S.F., chairman of the Michigan Unit, presided. There were two guest speakers for the occasion.

The Rev. Francis X. Canfield, librarian of Sacred Heart Seminary, discussed the theme of Catholic Book Week: Holy Reading Maketh the Whole Man. Stressing the full development of a cultured mind, Father Can-

## THE CATHOLIC LIBRARY WORLD

field emphasized the necessity of six phases of constructive reading for every educated individual. In conclusion, several controversial titles among the newest best sellers were taken up by him and expertly analyzed and classified.

Miss Madeliene Avetiene, head librarian of the Van Antwerp Catholic Library, spoke on Catholic Culture under Communism. Because of her personal experiences under Russian occupation in Lithuania and elsewhere in Europe, Miss Avetiene was able to paint a very vivid picture of the dangers of Communism and to point out its implications for America and the Catholic Press.

After a short but lively discussion, the group adjourned to enjoy the carefully arranged and appealing displays of the newest and best in numerous Catholic books, periodicals, and pamphlets available at the Van Antwerp Library. All in all, it was a gala occasion and one of the most enjoyable meetings yet held.

SISTER MARY PETRONIA, FeL.O.S.F.

*Chairman*

### Western New York Catholic Librarians' Conference

Bishop Timon High School was the scene for the inauguration of the tenth annual Catholic Book Week activities on Sunday, February 19. Bishop Timon was born in southern Pennsylvania in the historic Cone-wango Valley, where there were three flourishing parish libraries as early as 1793. He grew up with books and loved them. With this thought in mind, the Timon High School Dramatic Club entertained the Conference with a skit about an old priest who would not give up his books. The playlet was based on Canon Sheehan's book, *My New Curate*.

The meeting was opened with a prayer by the Most Rev. Joseph A. Burke, Auxiliary Bishop of Buffalo. Addressing the Conference, he deplored the salacious literature which is responsible for many evils in our society. "Unholy reading," he said, "is making brutes of men". There is need for educating the adult, he added. He also censured parents who allow this literature in their homes.

The Very Rev. Msgr. Silvester J. Holbel, diocesan superintendent of parochial schools, stated that statistics in his office show that Catholic children in western New York did better in reading than those in other sections. That, he said, is due to the many libraries in parochial schools and to the active work of the Western New York Catholic Librarians' Conference.

At the conclusion of his talk, Msgr. Holbel announced the winners of the poster contest, held in connection with Catholic Book Week. The first prize of five dollars was awarded to Rosemary Schwab of Sacred Heart Academy. Mary Ann Suchocka of Villa Maria Academy won second prize, a copy of the book *The Vatican* by Ann Car-nahan.

The principal speaker was Rev. Jerome, O.F.M., head of the English Department at St. Bonaventure College. He defined Catholic literature as "an interpretation of life written by a Catholic". He stated that the definition should not be restricted to "interpretation for Catholics". That which is out of harmony with the dogmas of the Church, he continued, is not literature. The speakers were introduced by Rev. John B. Vogel, O.F.M., teacher of English and public speaking at Timon High School.

Prior to the general meeting, the College Section of the Conference met in the library to hear a talk on microfilms. Mr. Ernest Biel and his assistant, Mr. Bart Niemann, of Biel's Photo Copy Service, were the guest speakers. Mr. Biel gave an interesting talk on the history and uses of photography, and on microfilm especially for the preservation of records, documents, and valuable or fragile books and manuscripts. Mr. Niemann demonstrated a portable projector which enables microfilm to be shown on either a portable reader or a stationary reader, on the screen or on a plain wall surface. The portable reader was invented and constructed by these two men.

The Most Rev. John F. O'Hara, C.S.C., blessed the Timon High School printing press. The meeting closed with the celebration of solemn Benediction by Bishop O'Hara; the Most Rev. Daniel Figueroa, Bishop of Huancayo, Peru, and Bishop Burke were in the sanctuary.

## NEWS AND NOTES

On March 11 the Western New York Catholic Librarians' Conference met at D'Youville College. Present were representatives from five hospitals: Emergency, Mercy, Our Lady of Victory, Saint Francis, and Sisters', who met to organize the Hospital Section of the Conference. Sister M. Berenice, S.M., was elected chairman and Sister M. Rose, S.C., secretary. Members decided to meet at Mercy Hospital to discuss the Bellevue Classification in the field of religion, and to build up a teaching program for library instruction to nursing students.

At the general session, the D'Youville College Library Club presented "The Right Path", a playlet based on the library profession. Written by Miss Lucy Murphy, general chairman of the Conference, the play was coached by Sister Marie Christine, G.N.S.H. Woven skilfully into the plot, besides the intangible values of the profession, were the educational and personal qualifications of the librarian, opportunities in the field, and salaries.

The members of the College Section discussed the uses and benefits of the microfilm. Mr. Thomas L. Mayer, chief of the Technology Department, Buffalo Public Library, in his talk to the members of the Secondary Group showed that science is a joy, and that much profit as well as entertainment is derived from good science books. He compiled a list of 40 such books for the high school library but elected to discuss only four. In the Elementary Section, Sister M. Benedict, S.S.J., of Mt. St. Joseph Teachers' College Reading Clinic, chose as her topic, How to Interest the Retarded Child in Reading. She showed the need for sympathy, understanding, and careful planning for the needs of each individual child.

Lists of books for the Holy Year were distributed.

SISTER M. BENICE, *Fel.,*  
*Secretary*

### SPokane CATHOLIC BOOK FAIR

The Maria Antoinette Room at the Davenport Hotel was crowded for all sessions of the Book Fair sponsored by the Spokane Unit of the Catholic Library Association, on February 19-20. The program was of unusual interest since it was planned to reach all groups of people. For the first time, the program included representatives from outside the city of Spokane. A group of women from Coeur d'Alene, Idaho, presented a number of book reviews on Sunday afternoon. Later in the afternoon, three professors from Washington State College, Pullman, Washington, presented a panel on Communism.

Large delegations from these two centers attended the dinner that evening, at which the Rev. James F. Kearney, S.J., spoke. Father Kearney has spent some twenty years in China and is a well-recognized authority on Chinese problems. A few days after the Book Fair, he left for the Philippine Islands, where he will continue missionary work.

The program on Monday was planned to interest teachers and parents. During these meetings juvenile books were discussed. A high point of the afternoon program was a feature known as Books around the World. Juvenile books from several countries—Japan, Mexico, France, Ireland, and early America—were reviewed. Groups of children presented folk dances representing the country from which was chosen the book reviewed.

The Fair closed with a panel on the Christian Family. Mrs. Gladys Puckett, director of the Spokane Public Library, spoke on the help the library might give on the problem through good books in this field. The Honorable Ralph Foley of the Superior Court spoke on juvenile delinquency. Dr. Jerome Sweeney, M.D., spoke on the health problems of the family. The Rev. Erwin Toner, S.J., acted as coordinator.



## BOOK NOTES

### LET'S VISIT THE VATICAN:

#### Books For The Holy Year

Compiled by MISS LUCY MURPHY, General Chairman,  
and SISTER MARY BENICE, FEL., Secretary

Western New York Catholic Librarians' Conference, Catholic Library Association

In this year of Jubilee, the minds of all devout Catholics turn Rome-ward. For many, more fortunate, theirs will also be the opportunity to travel to Rome. For all these travelers, vicarious and actual, it is our pleasure to present this selected bibliography of the Roman scene. May these books bring added enjoyment and further enlightenment to both the voyager and the stay-at-home. And may Rome continue to be for all mankind, as it has been for centuries, the source of peace.

ANDREWS, Philip. *Vatican and Holy Year*. Halcyon, 1950. \$1.00

An introduction to the procedure and religious customs pertaining to the celebration of the Holy Year Jubilee.

AYSCOUGH, John, pseud. *Saints and Places*. Benziger, 1912. \$1.50

An account of the ceremonies in the Vatican, of notable churches in Rome, and of places of religious association in Italy. It includes short sketches of unknown saints and of Leo XIII.

BELLOC, Hilaire. *The Path to Rome*. Longmans, Green, 1902. \$2.00

A literary description of a six-hundred mile walk from a town in Lorraine, France to Rome.

BERLITZ, M. D. *Berlitz Self-Teacher: Italian*. Grosset, 1950. \$2.50

An easy course in self-instruction in the Italian language.

BONNEY, Mabel Therese. *The Vatican*. Houghton Mifflin, 1939. \$3.00

Excellent photographs of the buildings, grounds, interior and life of the Vatican. Fourteen pages are devoted to the Vatican Library and library school.

BURTON, Katherine. *The Great Mantle: the Life of Guiseppe Melchiorre Sarto, Pope Pius X*. Longmans, Green, 1950. \$3.00

A fascinating account of a human and lovable man, Pius X, who will be remembered by savants, artists and musicians for his decrees on music and furtherance of the Gregorian Chant.

CARNAHAN, Ann. *The Vatican; Behind the Scenes in the Holy City*. Farrar Strauss, 1949. \$4.00

This is a beautiful book, the behind-the-scenes story of Vatican City, its history, its art treasures

and contemporary administration. It captures also the true spiritual atmosphere which surrounds the Holy City. The 150 photographs are by David Seymour.

CHESTERTON, Gilbert Keith. *The Resurrection of Rome*. Dodd, Mead, 1930. \$3.00

A guide to Rome based on a philosophy, a view of life. It is an interpretation of modern Rome and the creation of the Vatican as a State.

CLONMORE, William Cecil. *Pius XI and World Peace*. Dutton, 1938. \$3.00

A study of the Pope's efforts to direct the Christian World toward peace.

CURTIS, Ludwig. *Rome: A Selective Guide. Pantheon*, 1950. \$1.95

A guide book with a new method designed to lead the 1950 Holy Year tourist with little effort and limited time through the maze of Rome.

DESALZA, Andre. *Touring Italy in 1950*. Greenberg, 1950. \$1.75

A quick-reference guide for those taking a 30-day trip to Italy. The book also serves as an introduction to the study and religious significance of Italy. It contains 16 maps and a 16x20 map of Rome.

DOYLE, Charles Hugo. *We Have a Pope*. St. Anthony Guild Press, 1950. \$1.25

A very readable and short life of Pius XII, portraying him in the authentic and venerable setting of Vatican custom, tradition and administration procedure.

FARROW, John. *Pageant of the Popes*. Holy Year Edition. Sheed and Ward, 1950. \$4.00

This is not only a history of the individual popes, but also of the part the papacy played in Europe's history.



## LET'S VISIT THE VATICAN

FINLAYSON, D. L. *Michelangelo the Man*. Crowell, 1935. \$3.50

An interesting biography of the artist, which studies him as a human being in relation to his world.

GARESCHÉ, Rev. Edward F., S.J. *Great Christian Artists*. Bruce, 1924. \$3.50

Lives and works of Leonardo da Vinci, Raphael, Michelangelo, Fra Angelico, etc.

GUIDE, Bleu. *Italy*. By the Italian Touring Club. Crown, 1950. \$2.75

Pocket size handbook, published under the supervision of Gilbert R. Martineau, for advanced planning for going abroad and ready reference while there.

HALECKI, Oscar. *Eugene Pacelli: Pope of Peace*. Creative Age, 1950. \$4.50

Not only a biography of Pope Pius XII but also an examination of Vatican policy from World War I, when Pacelli was Secretary of State, to the present time.

HOLISHER, Desider. *The Eternal City*. Ungar, 1950. \$4.00

It is a book to be enjoyed and read before leaving for Rome—dignified and free from a kind of visual dyspepsia caused by "doing" old ruins. It is truly up-to-date.

HUGHES, Rev. Philip. *Pope Pius the Eleventh*. Sheed & Ward, 1938. \$3.00

A careful biography and statements of the Pope's program and agreements with various countries.

JACKSON, Margaret H. *The Seven Sovereign Hills of Rome*. Longmans, Green, 1936. \$3.50

A history of Rome written for the general reader, portraying the civic life of Rome in three phases: ancient Rome, Rome of the Renaissance and modern Rome.

KANY, Charles and SPERONI, Charles. *Spoken Italian for Students and Travelers*. Heath, 1946. \$1.50

Conversational Italian for beginners and those with a basic knowledge of the language.

LAUGHLIN, Clara E. *So You're Going to Italy*. Houghton Mifflin, 1950. \$4.00

An attractive and companionable guide for the inexperienced traveller.

MCBRIDE, Robert M. *Hilltop Cities of Italy*. McBride, 1936. \$2.50

This is not a guide book but a dignified travel book written with real appreciation of the historic significance of the old towns of Umbria and Tuscany.

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McDERMOTT, Thomas. *Keeper of the Keys*. Bruce, 1946. \$2.50

Mr. McDermott, a young Catholic layman and lawyer, writes a fascinating biography of Eugene Pacelli, Pope Pius XII, as the greatest figure of our time.

McNUTT, Francis A. *Papal Chamberlain*. Longmans, Green, 1936. \$3.50

An autobiography of an American who served many years as private chamberlain at the Vatican.

MORGAN, Thomas B. *The Listening Post*. Putnam, 1944. \$3.00

A spirited account of a newspaper correspondent's eighteen years on Vatican Hill.

NAUGHTON, Rev. James, S.J. *Pius XII on World Problems*. America Press, 1943. \$2.00

An analytic classification of the Pope's pronouncements on present world problems.

NEMMERS, Erwin Esser. *Twenty Centuries of Catholic Church Music*. Bruce, 1949. \$3.50

Pilgrims going to Rome for the Jubilee, will want to know something about the music of the Church. Mr. Nemmers gives for the layman the history and principles of Catholic liturgical music from the fourth century.

O'FAOLAIN, Sean. *A Summer in Italy*. Devin-Adair, 1950. \$3.50

Postwar impressions of a colorful country as seen by an Irishman. He tells why he likes to travel in Italy.

OLFE, Lillian Browne. *Pius XI; Apostle of Peace*. Macmillan, 1938. \$2.50

A biography of the Pope, telling of his boyhood and early studies, his election to the Papal office and of his efforts as a peace-loving Pope.

OGRIZEK, Dore. *Italy*. Whittlesey, 1950. \$6.00

A beautiful and useful book, depicting the colorful beauty of the country and charm of the people. It contains a special section on Rome and the Vatican.

PICHON, Charles. *The Vatican and Its Role in World Affairs*. Tr. from French by Jean Mishrai. Dutton, 1950. \$4.50

A magnificent account of 2,000 years of history, explaining the relations of the Vatican with external forces, temporal and spiritual, and the position of the Church on social questions. An excellent book for deck chair reading.

PIERIK, Marie. *The Song of the Church*. Longmans, Green, 1947. \$3.00

The very words Gregorian Chant have a magic appeal to non-Catholics as well as Catholics. This book gives helpful hints on Gregorian art.

— — *The Spirit of Gregorian Chant*. McLaughlin, 1949. \$3.00

This is another book which will help the layman understand the musical language of the Church.

PREZZOLINI, Giuseppe. *Rome*. Ed. by Herbert Brittner. Il. by Ernest Nash. Regnery, 1950. \$6.50

An original approach to the Eternal City by a member of the United Nations, especially designed for the needs of the Holy Year pilgrims. Contains 128 beautiful colored plates and 64 pages of informative text.

ROBERTS, Cecil. *And So to Rome*. Macmillan, 1950. \$4.00

A travel book which evokes a pageant of 2,500 years, written by an English novelist, dramatist and correspondent.

ROTHERY, Agnes. *Rome Today*. Dodd, Mead, 1950. \$3.00

Delightfully written, fresh in its style and up-to-date in its information about the significance of the Holy Year, the Papacy, happy family life, and traditional good food in Italy.

SENCOURT, Robert, pseud. *Saint Paul, Envoy of Grace*. Sheed & Ward, 1949. \$5.00

When one walks along the Appian Way, he will want to know something about St. Paul. This book is a new approach to the Saint of the Gentiles.

SHARKEY, Don. *White Smoke Over the Vatican*. Bruce, 1944. \$2.00

Teen-agers like this book. It is a layman's history of the Holy See and of the Papacy.

SMIT, Most Rev. Jan Olav. *Angelic Shepherd. (Life of Pope Pius XII)* Tr. by Rev. James H. Van Der Veldt, O.F.M. Dodd, Mead, 1950. \$4.50

This is an excellent biography of Eugene Pacelli, Pope Pius XII, including the history of the Church during the first half of the 20th century. It will make good reading for the tourist or the stay-at-home.

SNOW, Abbott. *St. Gregory the Great*. Benziger, 1924. \$2.00

A collection of narratives taken from the letters and other material of the great saint, and told with charm.

TASSINARI, Giovanna. *Brush Up Your Italian*. Brentano, 1931. \$1.25

Conversations in Italian about such useful things as how to stop, how and what to eat, and a scale of tickets and luggage in Italy.

THURSTON, Rev. Herbert, S.J. *Holy Year of Jubilee*. Newman Press, 1950. \$4.50

An account of previous Roman Jubilees and the practice of pilgrimages and the teachings of the Church on Jubilee indulgences.

## LET'S VISIT THE VATICAN

VAN DER VELDT, Rev. James H. *The City Set on a Hill*. Dodd, Mead, 1944. \$2.50

Another book especially written for the teenager. It is an account of the son of a U. S. Ambassador who has a chance to explore and live in the Vatican after Italy declared war on the democracies. Contains much information of historical nature and photographs of the interior and exterior of the Vatican.

VAN DYKE, John C. *Rome: Guide to Old Masters*. Scribner, 1924. \$1.25

Critical notes on the best pictures of the old masters in Borghese gallery, the Vatican, the Stanze and Loggia, the Borgia apartments.

VAN HOEK, Rev. Kees. *Pope Pius XII, Priest and Statesman*. Philosophical Library, 1945. \$2.00

An impressive picture of the personality of the Pope and his career from boyhood in Rome to the supreme ruler of the Catholic World.

WALSH, William Thomas. *Saint Peter, the Apostle*. Macmillan, 1948. \$3.50

Every Holy Year pilgrim should acquaint himself with a life of the Prince of the Apostles and Keeper of the Keys. William Walsh has brought to light in beautiful language the scattered facts that tradition, archaeology and the New Testament provide.

WEEDON, Harry. *Pilgrim's Guide to Rome*. Prentice-Hall, 1950. \$2.75

A pocket size book filled with valuable information tightly packed in, but not too tightly to get one around in a hurry and see the historic and beautiful places in Rome.

## BOOKS FOR THE CHILDREN'S HOLY YEAR TRAVEL BAG

ANGELO, Valenti. *Nino*. V. King, 1938. \$2.00

The story of a little peasant boy who grew up in hillside Tuscan villages. (Age 8-10)

BOYNTON, Rev. Neil, S.J. *The Blessed Friend of Youth, Saint John Bosco*. (revised) Macmillan, 1943. \$2.50

Father Boynton tells the story of Don Bosco with charm and insight for American boys and girls. (Ages 12 and over)

BRANN, Esther. *Nicolina*. Macmillan, 1938. \$2.00

The story of a little girl who lives in Ronta, a hill town in Italy and with her mother goes on a visit to Florence. (Ages 8-12)

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Assistant Professor, School of Library Service, Columbia University

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The first edition of this essential library tool was published in 1923 under the title, *List of Subject Headings for Small Libraries*. The fifth edition was published in 1944. With the sixth edition the title is changed in recognition of Miss Sear's pioneering work, and the expanded scope.

Many innovations appear in this new edition to bring it fully abreast of current practices and to facilitate its use in both teaching and cataloging. New headings have been added and many older headings have been changed. The new A.L.A. and L.C. cataloging rules are followed and there are changes in typography, filing and capitalizing.

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CAPUANA, Luigi. *Nimble-legs*. Longmans, Green, 1927. \$1.50

An entertaining tale of a Sicilian boy who was so quick on his feet that he was used as a messenger to Saubadia. (Ages 8-10)

CROSS, Donzella. *Music Stories for Boys and Girls*. Ginn, 1926. \$1.50

Stories which form the bases of operas and other musical compositions. (Ages 10 and over)

CURTAYNE, Alice. *Saint Catherine of Sienna*. Macmillan, 1929. \$2.75

The story of the youngest daughter of a dyer of Sienna, who became one of the great saints of the Church. (Ages 12 and over)

DAVIS, Mary Gould. *The Handsome Donkey*. Harcourt, Brace, 1933. \$1.75

A delightful story of Baldassarre, a handsome donkey, and his friend Tedesco, a small dachshund. (Ages 8-10)

DUGGAN, Janie Pritchard. *Little Acrobat*. Little, Brown, 1922. \$1.50

A refreshing tale about a little Italian boy with a traveling circus and how he was left behind by the gypsy family with a priest to be educated. (Ages 8-12)

EHRlich, Bettina. *Cocola*. Harper, 1948. \$2.00

A delightful picture book of a donkey in an Italian fishing town. (Ages 5-8)

JEWETT, Sophie. *God's Troubadour*. Crowell, 1940. \$2.00

A new format of her earlier book, telling about the life of Saint Francis of Assisi. (Ages 8-14)

LAUGHLIN, Clara E. *Where It All Comes True in Italy and Switzerland*. Houghton Mifflin, 1928. \$2.50

The experiences and observations of the author's nieces, Betty and Mary. It is a readable story of people, places and events in picturesque Rome and Italy.

LENN, Lottie. *Pope Pius XII, Rock of Peace*. Dutton, 1950. \$2.50

It opens with biography of the Holy Father on the day he has become Pope and his first blessing of the crowds before St. Peter's Church. Then follows a full account of his life. (Ages 11 and over)

MEIKLEJOHN, Nannie La Villa. *The Cart of Many Colors*. Dutton, 1919. \$2.00

This is an old book but a grand tale of a colored cart on its travels through Rome, Naples and Tuscany. (Ages 8-12)

OLCOTT, Virginia. *Dino of the Golden Boxes*. Stokes, 1930. \$1.75

Dino hears from his uncle the wonderful stories of the great artists who made their home town of Florence so beautiful. (Ages 12-19)

## OTHER BOOKS OF INTEREST

BURTON, Katherine. *Chaminade, Apostle of Mary*. Bruce, 1950. 249p. \$3.00

In her inimitable way, Mrs. Burton has made the saintly Père Chaminade a vibrant, apostolic character in this full-length biography. Against the blatant paganism of the French Revolution, the various attacks on religion in his beloved France, this apostolic ecclesiastic nurtured the spark of faith and set ablaze once more the religious hearts of his district, and, eventually, through the various sodalists and members of his Institute of Mary, all of France. Some slight vistas of the work of the Daughters of Mary and of the Society of Mary are given, but in general this volume concentrates on the work and labors of Père Chaminade. Whole sections are devoted to his writings, his ambitions for the work, his praise of his heavenly Patroness, and the place of Mary in Catholic thought. As in any such work, portraits, illustrations, maps, index, and bibliographic indications would make the volume more useful. We can trust that another edition will supply these omissions.

BURTON, Katherine. *The Great Mantle*. Longmans, 1950. 238p. \$3.00

The saintly spirit of Pope Pius X is feelingly revealed in this popular biography. Mrs. Burton has succeeded in establishing a rare

sympathy with the country priest who became a saintly Pope. The young will find here a new appreciation of Holy Communion and of Christian Doctrines. Adults will find not only profitable spiritual reading but an appreciation of the *Motu Proprio* on music and of the errors of Modernism, as well as of the evolution towards peaceful relations between the Vatican and the Italian state.

CASSELMAN, Paul Hubert (comp) *Labor Dictionary; A Concise Compendium of Labor Information*. Philosophical Library, 1949. 554p. \$7.50

Professor Casselman, as he tells us in his dedication, compiled this dictionary of some 2,500 labor terms, biographical sketches of labor leaders, accounts of labor agencies and unions, labor legislation acts, and other such items, as his contribution to peace on the industrial front. Much exacting work is the price asked by a project such as this and the professor seems to have paid the price in full. Whether or not a college library will need a book such as this for its Industrial Relations department will, in a large measure, depend on the extent to which the members of that department are in touch with the realities of the market place. The librarians in schools which offer no courses in Industrial Re-



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lations will find this dictionary a very good reference work.

Compilers of labor dictionaries seem loathe to touch on the great idea-supplying area of the labor movement, Workers Education. A full listing of the educational activities in this field is, of course, not to be expected in a work such as this. But a minimum recognition, it seems to this reviewer, is as justifiable as the biographical sketches. Surprisingly enough, there is no reference in Professor Casselman's *Labor Dictionary* to the Social Democratic Party. Yet this non-Communist group of Marxians are too powerful a force on the side of the materialists, in the American labor movement, to be ignored. With the Communists now in ill-repute, the Social Democrats are the most loyal followers that Karl Marx has. Our people should know them as such.

BROTHER JUSTIN, F.S.C.

McDERMOTT, Thomas. *Certainly, I'm a Catholic*. Bruce, 1950. 154p. \$2.50

Geared to the intellect of the college student or thinking adult, this "lonely debate", as one man has termed the soliloquy, is an examination that leads to a reasoned position on accepting the burdens of a Catholicity so opposed to the modern attitude which finds the pursuit of ease and pleasure the most important thing in life. Reminiscent of *A Testimonial to Grace*, though much easier on the reader, this slim volume is replete with provocative and satisfying thought. Admirable for spiritual or retreat reading, it demands time for reflection, as well as for savoring the excellent prose in which it is written, the lawyer's logic with which its facts are presented, the satisfying Catholic philosophy that permeates and enriches it.

NORTH, Robert G., S.J. *All-Stars of Christ* Bruce, 1949. 187p. \$2.50

Every one of this fine collection of stories is an inspiration. They are varied in time, place, setting, with the subjects equally varied in character and interest, but each a young man of great virtue and fine achievement, whether a St. Sebastian or a Notre Dame hero. So understandingly presented and skillfully told are they, that they have

the double value of the enjoyment of absorbing, true stories and of leaving the deep impression that virtue, even great virtue, is within the reach of all and to be desired above all else in every walk of life.

ROSA H. NEALE

THOMPSON, Craig. *The Police State*. Dutton, 1950. 257p. \$3.00

The author, Craig Thompson, was a *Time-Life* correspondent in Moscow from 1945 until 1947 and then for some months after his return to the United States in charge of the Russian desk for *Time*. This book is based on fourteen pounds of notes smuggled out of Russia by the author on his return. Readers of Catholic magazines will find few newsworthy items in *The Police State*. Those who formerly believed that Stalin's Russia was heaven on earth should read this little book as part of their permanent "cure".

WEEDON, Harry. *A Pilgrim's Guide to Rome*. Prentice-Hall, 1950. 206p. \$2.75

This sprightly, adequate guide, compiled in the modern manner, will be a delightful *vade mecum* for the Roman pilgrim, a nostalgic delight for those who know the Eternal City. Written with Catholic appreciation and understanding, enjoying the Imprimatur of His Eminence, Cardinal Spellman, it is a spiritual guide in the understanding with which the Jubilee pilgrimage is to be made.

Attention is given to creature comfort, trams, filobus, taxi, and railroad data. Even a typical menu is included. In the spirit of the Jubilee, the obligations are noted and there are helpful guides to the principal churches. An historical retrospect of former Jubilee celebrations and incidental intelligence about saints and sanctified places in Rome, as well as shrines in other parts of the Italian peninsula, are included. English and Irish and American churches and colleges are treated. Illustrations are an attractive feature, and maps, diagrams, index, and other helpful and pertinent material add to the usefulness of the volume. Perhaps the most interesting of these is the Statue of Liberty, in scale with and dwarfed by the soaring dome of St. Peter's.

## SPIRITUAL LEGACY OF SISTER MARY OF THE HOLY TRINITY

*Edited by* THE REV. VAN DEN BROEK, O.F.M.

*Translated from the French*

Louisa Jaques was a devout, Poor Clare Nun who died in Jerusalem in 1942. This work is the story of her elevation to rare heights of mystic contemplation. The story unfolds with her conversion to Catholicism and her intense and apparently inexplicable vocation to the religious life. The second part reveals the intimate conversations Sister Mary held with Our Divine Lord. As the Patriarch of Jerusalem says, "It is a marvelous work of grace in a soul . . . a gradual work which begins by removing obstacles, then sketches a broad outline of the path ahead, and finally leads to the lofty peaks of perfection." In her communications God insists on the total gift of oneself to His love; the need for spiritual charity; the value of the hidden life. \$3.50

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### GUIDE POST

(Continued from Page 208)

wallpaper, unless it is of simple design and harmonizes artistically with the display. Burlap, monk's cloth, velveteen, and cotton duvetyn make excellent background materials.

#### A Display for April

Keep these suggestions in mind for your next Catholic Book Week exhibit, or perhaps you might like to begin planning now. Then assemble a book display for April.

Use light green seamless paper for background and cut-out letters or Mitten's letters painted a contrasting color for the slogan—*Spring Is Here. Wake Up And Read.* Use dark green casein paint on Mitten's letters. Go through your picture file for pictures of flower arrangements and mount them on dark-colored construction paper to frame the slogan. On a table below, a flower arrangement made up of iris, violets, daffodils and other spring flowers is the centerpiece. Books on gardening and flowers and their arrangement may be artistically displayed.

#### Books on Displays

The following books will help you with your display problems: Edward R. Hawkins' *Merchandise display for simplified service in department and specialty stores* (U.S. Office of Domestic Commerce, Washington, D.C. 1946) and Frank H. Youngs' *Technique of advertising layout* (new

and rev. ed., Crown Publishers, 1946). See also "Display of the Month" in the *Wilson Library Bulletin* (H. W. Wilson Co., N. Y.)

### CATALOG AVAILABLE

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